ST MARY'S
Catholic College

BEHAVIOUR SUPPORT PLAN

Contents

Procedure

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Behaviour Support Plan

Purpose

St Mary's Catholic College is committed to providing a safe, inclusive and respectful learning environment for all students, staff, parents and visitors. This College Behaviour Support Plan describes the staff responsibilities and processes we use to promote an effective research-based approach to developing and maintaining positive student behaviour.

The purpose of this plan is to facilitate high levels of student engagement across the College, ensuring that successful learning outcomes are maximised and that our students are enabled to fully participate and experience success.

School Mission and Vision

Our Mission

Through FAITH, HOPE and LOVE we make a difference in our world.

"In short, there are three things that last: Faith, Hope and Love". 1 Co 13:13

Our Vision

St Mary's is a Catholic co-educational community which follows the teachings of Jesus Christ in a spirit of Faith, Hope and Love. Faithful to the mission of Jesus, we partner with families to empower our students to realise their full potential so that they can make a difference in our world.

At St Mary's we grow to be:

- Discerning believers
- Reflective and creative thinkers
- Effective communicators
- Self-directed and life-long learners
- Collaborative contributors
- Caring family members
- Responsible citizens

School Context

St Mary's Catholic College provides quality secondary education for boys and girls in Cairns' southern suburbs.

St Mary's Catholic College's spacious grounds and modern facilities ensure the student body of approximately 1000 students receive quality Catholic education encouraging excellence in students' academic, vocational, sporting and cultural pursuits.

- Staff and student pastoral care is the heart of our mission. Pastoral care encapsulates the nature of how we relate with one another, in all that we do through Faith, Hope and Love.
- Mary – Courage, resilience, forgiveness, grace, servant leadership.
- Pastoral Care at St Mary's is grounded in Catholic Social Teachings.
- Pastoral care is enacted, and wellbeing enhanced, through relationships.
- Pastoral care involves a whole College approach and is dependent on policies and procedures that help facilitate this across all key domains of practice.
- The Christian dignity and wellbeing of the student are at the centre of all policies, procedures, decisions, and activities at the college.
- The College Guiding Principles provide consistent, safe predictable routines for the community. These guiding principles are: Dignity, Empathy, Dialogue, Community and Perseverance.

Consultation and Review Process

St Mary's Catholic College has developed this plan in consultation with the school community. Consultation occurred through College Leadership Team (CLT) Pastoral Leadership Team (PLT), Diverse Learners Management Team (DLMT), counsellors and whole staff meetings. Consultation with our College community including students, Board members and St Mary's families also occurred. The draft plan was distributed to all for comment and review.

SECTION A: St Mary's Student Pastoral Support Systems

1. Our Beliefs about Pastoral Care

St Mary's beliefs about teaching and learning socially at College, student behaviour support, and responding to students to meet their needs unify us and direct our actions.

At St Mary's, we believe in each person's inherent dignity and demonstrate unconditional positive regard for each person.

We also believe:

1. Reconciliation and restorative justice practices are founded on the Gospel values promoted by Jesus Christ.

2. Each person in the College community is valued and treated with respect.

3. Education is a collaborative venture with the College, family, parish and wider community.

4. Just and fair processes are used to guide and develop the ability of all community members to make sound and moral decisions.

5. Inclusive, supportive and respectful relationships enhance the wellbeing and learning capabilities of all in our community.

2. Our Whole-School Approach; a Multi-tiered Systems of Support (MTSS)

Multi-tiered Systems of Support (MTSS) is a framework (Diagram 1) for schools that use a systematic approach to positive behaviour support for all students. Implementing the framework aims to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is the explicit teaching of behaviours that assist students in accessing learning—academically and socially—at all stages of development throughout their education.
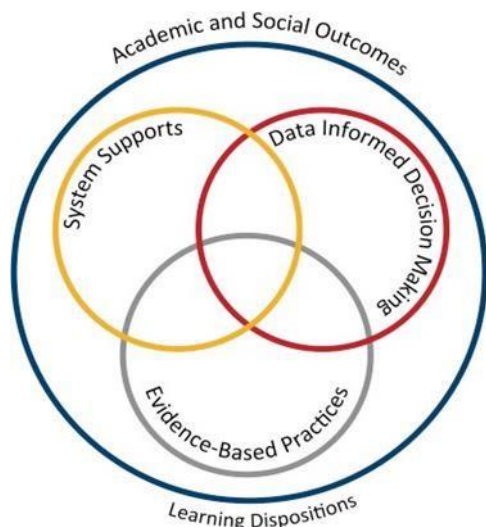

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Continuum of Support and Key Features

An important component of MTSS is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at the College. Within the continuum there are three levels of support.
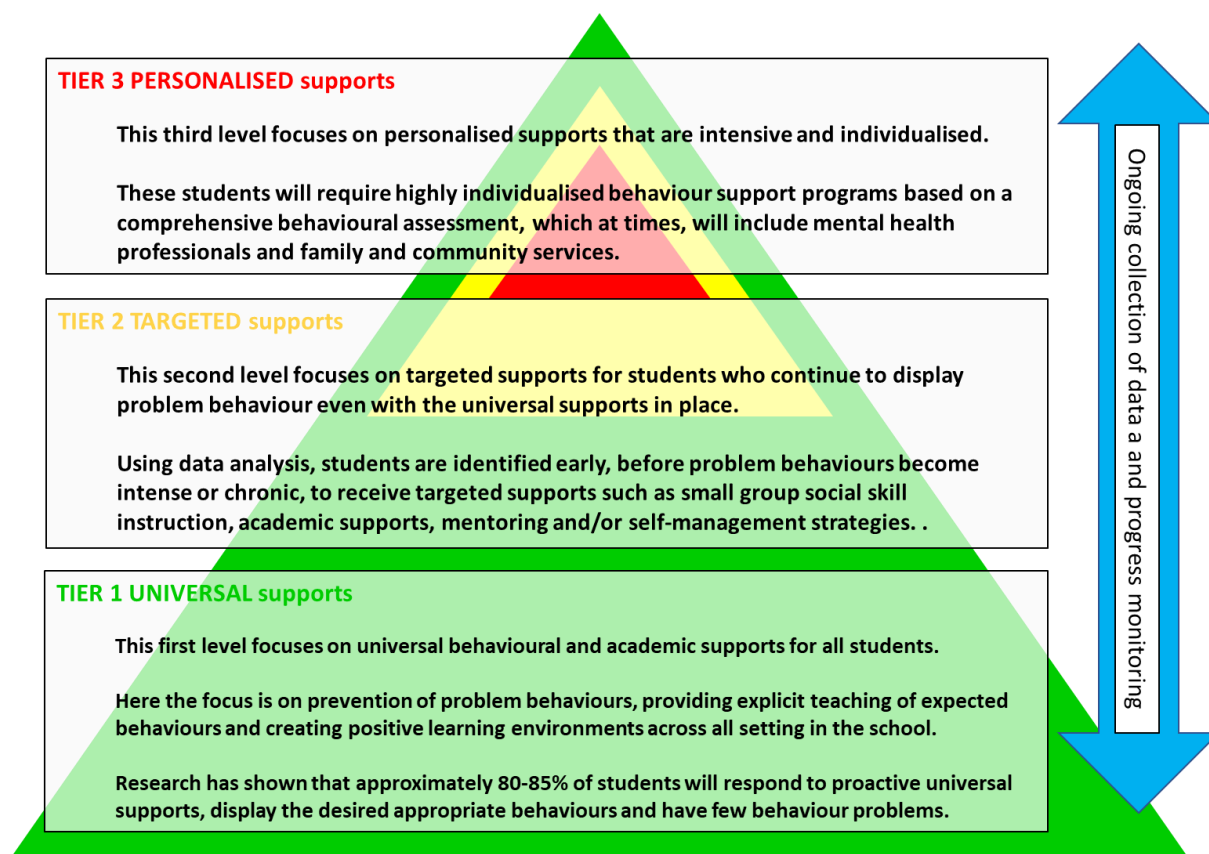

TIER 3 PERSONALISED supports

This third level focuses on personalised supports that are intensive and individualised.

These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.

TIER 2 TARGETED supports

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place.

Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies. .

TIER 1 UNIVERSAL supports

This first level focuses on universal behavioural and academic supports for all students.

Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all setting in the school.

Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems.

Ongoing collection of data a and progress monitoring

Diagram 2: Multi-Tiered Systems of Support (MTSS)

By building a connected continuum, everyone in the College is aware of how each level of support is connected to the universal systems i.e., every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts. Responses are indicative of the behaviour presented and level of support required.

3. Student Behaviour Support Leadership & Professional Learning for School Staff

All staff at St Mary's Catholic College work with all members of our College community to enable all students to experience the fullness of life.

Key staff include, but are not limited to, the College Principal, Deputy Principal, Assistant Principal—junior Secondary, Assistant Principal—senior Secondary, Assistant Principal—identity and Outreach, Assistant Principal—teaching and Learning, Heads of Year, Guidance Counsellors/Psychologists, Student Support Teacher, and the DLMT.

St Mary's Catholic College staff work within each level of support.

Note: On occasions, staff may be required to assist across the different levels of support.

Tier 3

Senior Leadership in collaboration with Middle Leaders.

Tier 2

Heads of Year, Heads of Department in collaboration with subject teachers and pastoral mentors as required.

Tier 1

Pastoral mentor and subject teacher.

At St Mary's Catholic College, staff regularly engage in professional learning to ensure universal behavioural and academic support can be implemented for all students. This includes, but is not limited to, professional development in Mental Health First Aide, mandatory training, Child Protection, Pastoral Processes, Restorative Practices, Shared Classroom Expectations, Powerful Partnerships, Essential Skills of Classroom Management, QCAA processes, professional reading (e.g. UPP: Thrive), Positive Education and BI training to enhance skills, knowledge and understanding to enhance student learning outcomes.

Tier 1: Universal Supports

These are the core academic and behaviour instruction with supports and authentic relationships designed and differentiated for all students in all settings. Clear and explicit Instructions are the key components of universal support. Students receive high-quality, evidenced-based instruction. Academic and behavioural instruction and support are designed and differentiated for all students. Delivering high-quality instruction to all students with the expectation of meeting grade-level standards and preparedness for the future.

1. *Clarity: Our Expectations*

College-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students across all settings. Agreed-upon student expectations promote the College's Catholic Identity and provide consistency across the staff and College community.

Our guiding principles for all staff and students are based on our College values of Faith, Hope and Love, which are born from our College Mission Statement. Students are expected to develop successful relationships with **community** members, treat all community members with **dignity**, show **empathy** towards others, build relationships with open **dialogue** and **persevere** through all aspects of school life. This is evident in our Student Engagement Plan as teachers work up and down the continuum as needed and by following the operating domains.

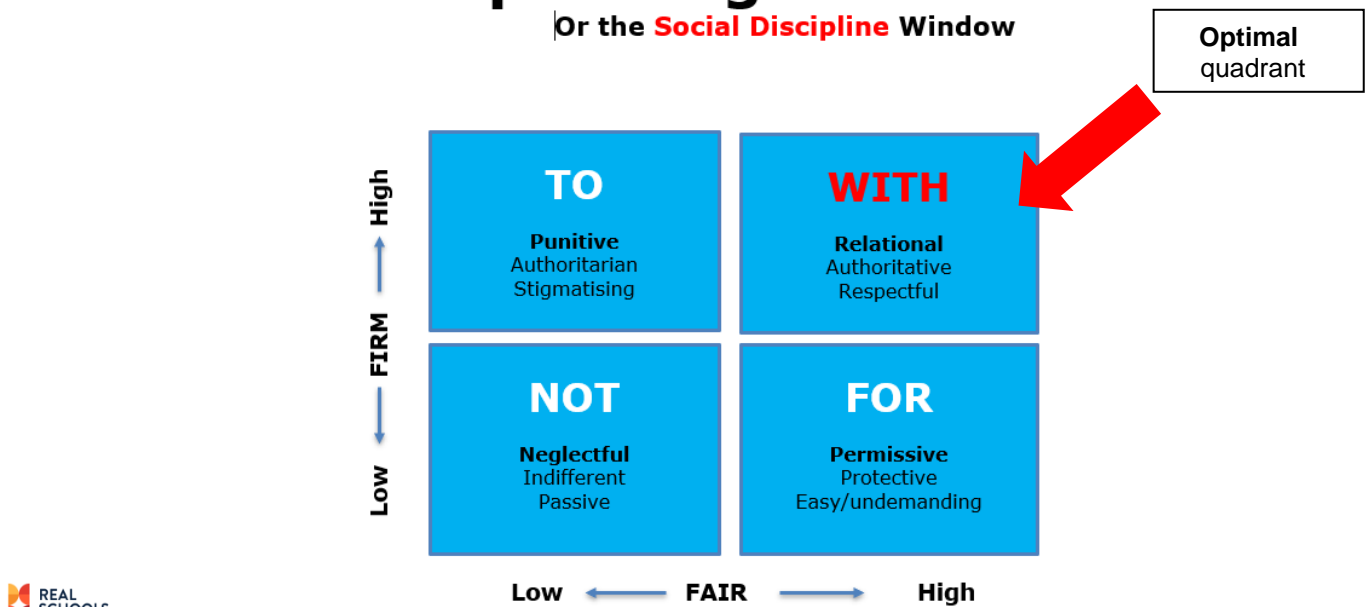Figure 1   (Voigt, 2020)

Restorative practice is about reflecting adequately and "is a philosophy, accompanied by a set of practices, that endeavours to develop a balance between discipline that encompasses clear expectations, limits the need for punitive consequences but supports and nurtures the student" (Harney, 2005, p.15).

The above diagram is part of this approach to support teachers in reflecting on the best method for dealing with student behaviour. The simple quadrant (see Figure 1), called the Operating Domain (also known as the Social Discipline Window), assists the teacher in reflecting on being both firm and fair. Figure 1 is designed to balance a high level of control

with high support and encouragement. Restorative Practice is effective relationships, resolving conflicts, and improving student behaviour are the central focus of restorative practice.

Our guiding principles for all students are:

- Dignity
- Empathy
- Dialogue
- Community
- Perseverance

2. Focus: Encouraging Expected Behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, reteaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long. Partnerships with parents and families will support the expected behaviour of their child in support of the College processes.

3. Feedback: Encouraging Productive Behaviours for Learning

Feedback should cause thinking (Wiliam, 2011). In education, we use the term "feedback" for any information given to students about their current achievements (Wiliam, 2011, p.122). Feedback to students provides them with a way to move their learning forward and make progress in their learning.

St Mary's Catholic College always encourages and motivates students as they learn the expected behaviours and maintain those skills and dispositions as they become more fluent with their use.

St Mary's Catholic College's encouragement system uses effective, specific positive feedback, adult attention (contingent and non-contingent), and tangible reinforcement.

The encouragement strategies in place for College and classroom include:

- the use of affective language and building of student empathy,
- embedded the basic restorative tenants,
- focus on relationships & prevention of harm in response to all conflict and tension.

The subject teacher and pastoral mentor manage classroom practices. With support from Senior Leadership, College practices that encourage expected behaviours are managed by the Middle Leaders in Pastoral and Curriculum areas. This year, Social-Emotional Learning (SEL) lessons will target the needs of each cohort, be managed by the Heads of Years, and delivered by the Pastoral Mentors. Positive Education resources using the PERMA framework will be included across Years 7 to 12.

The strategies in place for our College community include:

College practices that encourage positive behaviours	College Culture includes standard practices.
	Consistent high expectations that are well communicated to all members of the community (students, staff, parents).
	Follow the guiding principles of St Mary's Catholic College:
	- Dignity - Dialogue - Empathy - Perseverance - Community
	Positive communication that supports respectful and proactive relationships.
Classroom practices that encourage positive and expected behaviours	Teachers and students embrace the St Mary's Way.
	Build strong & authentic relationships.
	Provide clear and consistent expectations.
	Be professional in practice in a fair and consistent manner.
	Standard arrival and dismissal at class:
	- Line up outside the classroom with appropriate uniform and equipment - Move into the room in an orderly manner - Stand behind a desk for morning/afternoon greeting - Teacher indicates time to pack up and encourages students to annotate lesson information in College Diary - Stand behind desk ready to be dismissed
Merit System	Head of Year Certificate (four merits), Principal's Certificate (four Head of Year Certificates), and College Medallion (four Principal's Certificates).
	Awarded to students who show the five guiding principles across their learning in and outside the classroom.
Citizenship Awards - Presentation Evening	***Head, heart, hands.***
	The College offers many opportunities to be of service to others. Students develop a sense of identity and belonging that brings with it benefits both inside and outside the classroom.
	Students have worthwhile ideas that should be shared and put into action to participate in our Catholic mission.
	Students are encouraged and empowered to make a difference in the world.
	College recognition of service through hours of service. Hours of service collected and awarded for different levels. 15 hours – Bronze, 30 hours – Silver, 50 hours – Gold, and 70 hours – Platinum. Awardees are recognised at the College Presentation Evening. The hours are collated over time when provided to the College. Some examples include Rosie's, Surf Life Saving, Relay For Life.

Parent/Carer communication	Communication (email/phone) with parents and students acknowledging positive actions.
House Spirit Cup Competition	Events that earn points include: • attendance • merits • involvement at community events • volunteering • sporting carnivals • cultural involvement • tutoring • academic excellence • extra-curricular involvement/participation • Pastoral Group competitions • fundraising • year-level competitions • Term 4 Dance-off Competition.
Student Voice	St Mary's Cup of Tea Program – before school each Friday, students are invited to enjoy a morning cup of tea or hot or cold drink with a member of the College Leadership Team as an opportunity for student voice, growth, and development of ownership and pride within the St Mary's community. Years 10 – 12 Student Leaders meet regularly to discuss initiatives and ideas for the College.
Family Connect	Information sessions from external providers tailored to the needs of parents/teachers. Counsellors and College Leadership Team offer information sessions at various points throughout the school year to support families of students.

Tier 2: Targeted Supports

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low-level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted interventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, behaviour, and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, modify support, and gradually decrease support as student behaviour and engagement improve.

The evidence-based targeted supports currently available for students in the school include:

- Psycho-educational presentations that target year levels directly teach various skills to enhance a student's ability to interact with peers and adults. These workshops are delivered on a needs basis.
- Short-intervention sessions that target friendship conflicts and mediation between peers as needed.
- Social Skills Development through social groups (e.g. Lego, external groups).
- Effective instruction requires more than providing the rule – it requires instruction, practice, feedback re-teaching and encouragement. Instruction takes place each day, throughout the day, all year long if required.

Tier 3: Personalised Supports

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of MTSS-E. Personalised supports currently on offer at the College include:

- Engagement with family
- Progress Report
- Check-in Check-out System - Engage
- Individual Behaviour Support Plan
- Wellbeing Regulation (Yellow Card)
- College Counsellor support services
- Connection with external health and wellbeing professionals
- Diverse Learning Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- Loss of privileges
- Student Incident reflection forms
- Restorative justice meetings (re-entry discussions)
- In-school suspension
- Modified timetable

1. Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, student behaviour will still occur. Some students do not know how to perform the expected behaviour or don't know it well enough to use it at the appropriate times routinely. For some students, the behaviours they are using appear to meet their needs. When responding to behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

When responding to dysregulated student behaviours, we have a system in place that enables staff to respond to minor behaviours efficiently and effectively, to chronic persistent minor behaviours and to major behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher-managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate and share creative strategies with colleagues. Teachers respond to minor behaviours using best practices that consider:

- consistency
- least intrusive strategy
- specific, yet brief responses
- quiet, respectful interaction with the student
- refocus of the class if needed

The positive, support strategies currently in place for responding to unproductive learning behaviours at our school can be classified under 4 evidence-based approaches:

Appendix B: Essential Skills of Classroom Management (ESCMs)

Least Intrusive ↓ **Most Intrusive**	**INDIRECT Instructional strategies**	• Selective attendance to the behaviour (ESCM 7): strategically choosing not to intervene immediately • Proximity (ESCM 5): strategic placement or movement by the teacher in order to encourage positive behaviour. • Non-verbal cue (ESCM 5): techniques include eye contact, hand gestures, and picture cues. These indicate that the teacher is aware of the behaviour and prepared to intervene when necessary. • Cueing with a parallel acknowledgement (ESCM 4): uses the power of specific positive feedback (see also ESCM 6). This involves praising a student behaving appropriately, who is nearby to a student behaving inappropriately. Praise the student after a behaviour has been corrected.
	DIRECT Instructional strategies Direct strategies are used after indirect strategies have been used	• Student voice • Verbal redirection - this interaction should ideally use the language of the school's expectations, matching the response to the frequency and severity of the behaviour • Redirect to the learning (using the learning task to refocus behaviour) (ESCM 8) • Questioning to redirect • Rule reminder • Re-teach behavioural expectations. • Provide choice (ESCM 9) (provide a statement of two alternatives, the preferred behaviour and a less preferred choice). • Follow-through (ESCM 10) – supervised time-out in/out of the classroom, logical consequence applied (leads to problem solving and restorative steps outlined below)
	Problem-solving	• Teacher-student conversation • Engagement Plan • Teacher-student-parent meeting • Teacher-student-leadership conversation
	Restorative	• Student apology • Restitution / repair • Restorative conversation
De-Escalation		• Supervised calm time in a safe space in the classroom • Supervised calm time in a safe space outside of the classroom • Set limits • Individual behaviour support plan and/or management of escalated behaviour plan

N.B. *The above table shows examples of how we respond and is not designed as a list of prescribed approaches to unproductive behaviours. The responses may include examples from one or all domains.*

2. *Disciplinary Consequences*

Major behaviours or behaviours that have persisted despite intervention may result in a decision to implement more serious consequences or sanctions. Decisions to implement these additional sanctions will take into account the student's individual circumstances (as outlined on page 2 above). These additional consequences comprise:

- Detention
- Suspension
- Exclusion

Refer to Catholic Education Diocese of Cairns Policy on Student Behaviour Support.

3. *Bullying and Cyberbullying – Information, Prevention, and College Responses*

At St Mary's we define bullying as a pattern of repeated physical, verbal, psychological or social aggression that is directed towards a specific student by someone with more power and is intended to cause harm, distress and/or create fear. Bullying of any form or for any reason can have long-term physical and psychological effects on those involved, including bystanders.

Bullying may be carried out overtly (e.g. face–to–face) or covertly (e.g. through repeated social exclusion or via technology). It is a subcategory of aggression and is different from but also related to harassment and violence. It is not the same as conflict or social dislike, even though, in some cases, the outcome of both can be bullying.

The different types of bullying identified by the National Safe Schools Framework (NSSF) include:

- Face-to-face bullying (sometimes referred to as direct bullying) involves physical actions such as punching or kicking or overt verbal actions such as name-calling and insulting.
- Covert bullying (sometimes referred to as indirect bullying) is a subtle type of non-physical bullying that isn't easily seen by others, is conducted out of sight, and is often unacknowledged by adults.
- Cyberbullying occurs through the use of information or communication technologies such as instant messaging, text messages, email and social networking sites. Cyberbullying involves the use of any information and communication technology involving deliberate, isolated or repeatedly hostile behaviour by an individual or group that is intended to harm others or is undertaken recklessly, without concern for its impact on others. By its nature, technology facilitates repeated access to harmful content. It has many similarities with offline bullying, but it differs in that the student(s) who is/are bullying can be anonymous, it can reach a wide audience, and the sent or uploaded material can be difficult to remove.
- Most students who cyberbully also bully off-line. It is now recognised that many forms of covert bullying appear to have significant potential for serious harm. This definition refers to digital technologies, which are a part of life and learning because they offer a wide range of tools and platforms for social and educational engagement. However, the risks of the digital environment must be acknowledged and constantly addressed. Being cyber-safe and acting ethically when using electronic communications is the responsibility of all school community members.

At St Mary's, a single incident of conflict or mean-spirited behaviour between equals is not defined as bullying. However, such incidents will require the College's intervention and are treated seriously.

When a student or parent reports an incident, it is taken seriously. Each report of an incident or allegation of bullying is to be investigated. The reporting procedure is outlined in the Bullying and Harassment Guidelines (Appendix G).

Parents and students may report bullying incidents, including cyberbullying, to a teacher in the first instance and, if the incident is serious or unresolved, to the relevant Head of Year, Assistant Principal, College Counsellor, or Student Protection Contacts (Appendix H) .

The College will take reasonable actions to develop plans and implement programs to deter bullying. At St Mary's, the following anti-bullying plans and programs are mandatory:

- Integrated Social Emotional Learning program.
- Cybersafe lessons in Health & Physical Education
- Anti-Bullying Week activities
- Backflips Against Bullying
- Collective Shout Sessions (Years 7 – 10) Gender Specific

CONSIDERATIONS:

- Brainstorm Productions - Mental Health and Cyberbullying
- Relationship Education
- Retreat Program
- Targeted Proactive Programs Years 7-10 (e.g. Unleashing Personal Potential)
- Data: The SRC will survey students at least once a year on various matters and include questions about bullying, cyberbullying, safety and wellbeing
- Anti-Bullying Policy review tool
- Involving parents in the review of the Anti-Bullying Policy through Family Connect
- Direct hyperlink on school portal to eSafety (Aus Gov site – GREAT)
- Making sure Anti-Bullying resources and easy access to them are available for students, staff and parents

Appendix G: School Bullying and Harassment Guidelines

Data-Informed Decision Making

The CEDC Engage Student Support System is the database all CEDC schools and Colleges are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System can record notes and behavioural incidents so that the College can make data-informed decisions about student support. It also has the capacity for the College to record, store, and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

Data use for College Behaviour Plan

The College collects data which is analysed to look for group and individual trends. Data informs interventions on individual students and assists in making decisions about the allocation of resources. Data collected includes:

- Student Restorative referrals
- Lunch Detention referrals
- Afterschool Detention referrals
- Student Wellbeing Support visits
- Guidance Counselling contacts
- Student Suspensions and Incidents (Engage)
- Attendance (eMinerva and BI Tool)
- Student Protection Concerns (SPCMS)
- Academic Results (SRS)

Cohort data can reveal cultural behaviours that may require alteration and, therefore, inform the decision-making process in determining suitable solutions. Monitoring data provides a measure of the success of interventions and justifies priorities that use the resources available to the College.

Relevant Cairns Catholic Education Policies
- CEDC Student Protection Processes
- Management of Drug-Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance Policy
- Inclusion Policy
- Student Behaviour Support Policy
- Responding to Unacceptable Student Behaviour

Relevant Legislation that informs CEDC Policies
- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)

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